

**THE EFFECT OF USING THREE-MINUTE PAUSE STRATEGY
TOWARD READING COMPREHENSION ON ANALYTICAL
EXPOSITION TEXT OF THE SECOND YEAR STUDENTS
AT STATE SENIOR HIGH SCHOOL
18 SIAK REGENCY**



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PEKANBARU
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Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRAK

Tengku Nurhayati (2013): Pengaruh Penggunaan Strategi Three-Minute Pause terhadap Pemahaman Membaca Siswa dalam teks analytical Expository Kelas 2 SMAN 18 Kabupaten Siak.

Berdasarkan observasi yang penulis lakukan di SMAN 18 kabupaten Siak, penulis menemukan beberapa masalah yang di hadapi siswa di dalam belajar bahasa inggris khususnya membaca. sebagiansiswa memiliki kesulitan dalam menemukan ide pokok dari text bacaan dan memiliki kesulitan dalam membuat kesimpulan text bacaan. Selain ini sebagian dari mereka mendapatkan nilai yang rendah dalam tugas pemahaman bacaan. Untuk mengurangi permasalahan ini, penulis mengajukan strategi yaitu Three-Minute Pause strategi.

Tujuan pertama dari penelitian ini adalah untuk mencari apakah ada pengaruh significant antara pemahaman membaca siswa yang diajarkan dengan memakai Three-Minute Pause strategi dengan pemahaman membaca siswa yang diajarkan dengan memakai strategi convetional. Pada penelitian ini jenis penelitian yang di gunakan adalah penelitian quaSy exprimental. Penulis mengambil Non-Equpalent control group pre-test post-test design. Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari Jumlah populasi adalah 40 siswa. Dikarenakan jumlah populasinya terdiri dari dua kelas, penulis menggunakan *total sampling* dengan mengambil semua kelas sebagai sampel; XI IPS 1 yang terdiri dari 20 siswa sebagai kelas experiment, dan XI IPS 2 yang terdiri dari 20 siswa sebagai kelas control. Jadi, jumlah sampel dari kedua kelas tersebut adalah 40 siswa.

Teknik pengumpulan data adalah test. Test digunakan untuk mengumpulkan data tentang pemahaman membaca siswa. Teknik analisa data menggunakan rumus T-test dalam rangka untuk mengetahui pengaruh nilai rata-rata antara kelas expriment dan kelas control dengan menggunakan SPSS 17. 0 Nilai yang diperoleh dibandingkan dengan T-table dengan mempertimbangkan degree of freedom (df).

Berdasarkan analisa data penulis mendapatkan bahwa ada pengaruh yang significant antara pemahaman membaca siswa yang diajarkan dengan memakai strategi Three-Minute Pause dengan pemahaman membaca siswa yang diajarkan dengan memakai strategi biasa. Dengan mempertimbangkan $t_{0.888}$ lebih besar daripada t_{table} baik pada tarif 5%=2.02 maupun pada tarif 1% 2.72. hal ini berarti bahwa H_a diterima dan H_o ditolak. Jadi, bisa di simpulkan bahwa memakai strategi Three-Minute Pause telah memberi pengaruh yang lebih baik terhadap Pemahaman Bacaan Siswa Tahun Kedua di SMAN 18 Kabupaten Siak.

ملخص

تينكو نورحياتي (2013) : تأثير استخدام إستراتيجي **Three-Minute Pause** في فهم قراءة نص الشرح التحليلي لدى الطلاب سنة ثانية في المدرسة المتوسطة العالية الحكومية 18 بمنطقة سياك

بناء على الدراسة السابقة التي قامت بها الباحثة في المدرسة المتوسطة العالية الحكومية 18 بمنطقة سياك وجدت الباحثة المشاكل التي شعر بها الطلاب في تعلم اللغة الإنجليزية ولاسيما القراءة. معظم الطلاب يصعبون في كشف الفكرة الرئيسية من النص المقروء ولهم الصعوبة في تلخيص النص المقروء. سوى ذلك أنهم يجدون النتيجة الخافضة في فهم القراءة، ولحل تلك المشكلة تقدم الباحثة لاستخدام إستراتيجي **Three-Minute Pause**.

الهدف الرئيسي من هذا البحث لطلب الفرق الهام عن فهم القراءة بين الطلاب الذين يعلمون من خلال استخدام إستراتيجي **Three-Minute Pause** والطلاب الذين لا يعلمون باستخدام بالإستراتيجي العادي. وهذا البحث شبه بحث تجريبي. وتأخذ الباحثة **Non-Equivalent control group** بتصميم الاختبار القبلي والبعدي. وأما مجتمع البحث فهو جميع الطلاب سنة ثانية، وعدد المجتمع أربعون طالبا. تستخدم الباحثة العينة الكلية لأجل المجتمع الموجود في هذا البحث يتكون من الفصلين يعني من خلال أخذ الفصلين : الفصل الحادي عشر "1" (لقسم العلم الاجتماعي) كالفصل التجريبي. وعددهم عشرون طالبا، والفصل الحادي عشر "2" (لقسم العلم الاجتماعي) كالفصل المراقب، وعددهم عشرون طالبا. إذن، أن عدد العينية من الفصلين أربعون طالبا.

وطريقة جميع البيانات المستخدمة اختبارة. وهذا الاختبار مستخدم لجمع البيانات عن فهم قراءة الطلاب. وطريقة تحليل البيانات المستخدمة **T-test** لمعرفة خلاف النتيجة المتوسطة بين الفصل التجريبي والفصل المراقب من خلال مساعدة **spss 19**. والنتيجة المأخوذة تقارن بحاصلة **T-table** باعتبار **degree of freedom (df)**.

باعتبار إلى أن $t_0 = 3.888$ أكبر من **t table** إما في درجة $2.02 = 5\%$ أو في درجة $2.72 = 1\%$. وهذه الحاصلة تدل على أن H_a مقبولة و H_0 مردودة. وخلاصة البحث

يوجد الفرق الهام عن استخدام إستراتيجي Three-Minute Pause في فهم قراءة نص الشرح التحليلي لدى الطلاب سنة ثانية في المدرسة المتوسطة العالية الحكومية 18 بمنطقة سيالك.

مُلَخَّصٌ

تينكو نورحياتي (2013) : تَأْثِيرُ اسْتِخْدَامِ اسْتِرَاطِيْجِي Three-Minute

Pause فِي فَهْمِ قِرَاءَةِ نَصِّ الشَّرْحِ التَّحْلِيلِيِّ لَدَى

الطُّلَّابِ سَنَةً ثَانِيَةً فِي الْمَدْرَسَةِ الْمُتَوَسِّطَةِ الْعَالِيَةِ

الْحُكُومِيَّةِ 18 بِمَنْطَقَةِ سِيَالِك

ABSTRACT

Tengku Nurhayati (2013): The Effect of Using Three-Minute Pause Strategy toward Reading Comprehension on Analytical Exposition Text of the Second Year Students at SMAN 18 Siak Regency

Based on the writer preliminary observation at SMAN 18 Siak Regency, the writer found some problems faced by the students in learning english especially reading comprehension. Some of the students had difficulties in getting main ideas from the reading text and had difficulties in making inference the reading text. In spite of this, Some of them got low scores in reading comprehension exercises. To provide to these problems, the writer proposes a strategy called Three-Minute Pause Strategy.

The main focuses of this research is to find out whether there is significant effect between students' reading comprehension taught by using Three-Minute Pause strategy and students' reading comprehension taught by using convetional strategy. In this research, the type of the research used quasy experimental research. The writer used Non-equpalent group pre-test post-test design. The population of this research was all of the second year students. The total number of population was 40 students. Because there were just two classes, the writer used total sampling by taking all classes as sample; XI 1 IPS consisted of 20 students as experimental class, XI 2 IPS consisted 20 students as control class. So, the number of the samples from two classes was 40 students.

The technique of data collecting was test. Test was used in order to collect the data of students' reading comprehension of the second year of SMAN 18 Siak Regency. The technique of data analysis used T-test formula in order to find out the effect of students' mean score between exprimental class and control class by using SPSS 17.0 version. The student's score was compared with T-table considered with degree freedom (df).

Based on the data analysis, the writer found that there is significant effect between students' reading comprehension taught by using Three-Minute Pause strategy and students' reading comprehension taught by using convetional strategy with consideration $t_o=3.888$ is higher than t_t either significant 5%=2.02 in significant 1%=2.72 and H_a was accepted and H_o was rejected. Therefore, it can be concluded that using Three-Minute Pause strategy has a given better effect for student's reading comprehension of the second year student's at SMAN 18 Siak Regency.

ACKNOWLEDGMENT



All praises belong to Allah Almighty, the Lord of Universe, who rewards the researcher time, opportunity, energy, financial, health and the most is belief so the researcher is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. Shalawat and gratitude do to our noble character, the prophet Muhammad peace be upon him, he is a teacher of teachers, he is as the best educator that teaches and educates the human kind so he has brought us from darkness to the lightness.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this chance and opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finalize and publish this research:

1. Prof. Dr. H.M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Drs. H. Promadi, MA, PH, D, the Dean of Education and Teacher Training Faculty of State Islamic University Sultan of Syarif Kasim Riau.
3. Dr. Hj. Zulhidah, M.Pd, the Chairperson Department of English Education for her guidance to complete this thesis.

4. Dedy Wahyudi, M.Pd, the Secretary of English Education Department who has given correction and guidance in completing this thesis.
5. Riza Amelia, M.Pd, the Researcher's Supervisor who has guided the researcher in completing this project paper.
6. All lectures who have given their knowledge and insight through the meeting in the class or personally.
7. Mr. Rubimin, S.Pd, the Headmaster of SMAN 18 Siak Regency and his staff and teachers who have given their kindness as long as the researcher took the data.
8. Rofa'i, S.Pd, the English teacher of who has given the researcher guide and advice in conducting the research.
9. My beloved parent Tengku Ibrahim, who has given me everlasting warm love, prays and the great supports for finishing my study.
10. My beloved brothers and sisters; T.Arifin, T.Syafrizal, T.Nazarudin, T.Zalina, T.Marina, T.Suryati, and T.Rohana, Thank for giving me the great support and the great motivation to accomplish this thesis.
11. My best friends; Ria wati, Tia, Dewi, Eka, Fiqoh, Mahendra, Thanks for your support and all my classmates C Class, students of English Education Department in the academic year 2008.
12. My best mawar's dormitory; Thanks for your helping and supporting that you have given me.

Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are

seriously needed in order to improve this project paper. May Allah Almighty
bless them all. Amin....

Pekanbaru, Mei 28th, 2013

The Writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the basic skills that the students should master them at the end of their learning process in educational levels. Reading is an essential part in learning language because reading provides multiple opportunities for students to study language, such as: vocabulary, grammar, punctuation, and the way to construct sentence, paragraph, and texts. By reading we can communicate with other people through the written texts because it is an interactive process, Successful reading will be influenced by reading strategy.

Reading is also an interactive process that goes on the reader and the text, resulting in comprehension, most of the students like reading, but there are many students who do not like reading, even they cannot understand what they read and do not comprehend the material they read. Patel state that “Reading is an active process which consists of recognition and comprehension skill”. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹ Therefore, reading is very necessary to widen the mind and gain understanding and expanding knowledge of a language.

In teaching and learning process of English, reading has to be mastered by all of English learners because it is a practiced skill for the students. As a

¹ Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension*. United State of America: RAND. 2002. p. 11

language skill that has to be mastered by the students, reading by comprehending is difficult but it also becomes a challenging activity for the students to be more serious in reading comprehension activities.

SMAN 18 Siak Regency is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching learning processes. The goals of School based curriculum are; developing the communicative competence in oral and written form to achieve informational literacy level, having awareness about distance and the significance of English, in order to increase national competence in global society, developing understanding of students about the relationship between language and culture. In this school, the basic competence stated in the syllabus the teacher teaches about reading a text. They are taught by one teacher, here the teacher teaches how to comprehend the reading text, such as; narrative text, expository text, descriptive text, recount text, and report text.

According to syllabus above, it is clear that the students must have the ability to understand and comprehend the reading text. Based on the preliminary study at SMAN 18 Siak Regency, some of students still face some problems and difficulties in learning English especially in comprehending analytical exposition text. In this school, the teacher used conventional technique in teaching reading, in fact that the students are not able to understand what they have read, and the students are not motivated in reading some resources, so that the students got low scores in reading. It means that the conventional technique is not good way to teach reading

comprehension especially in analytical exposition text. The researcher finds several problems as long as the preliminary observation. The problems of the students can be seen in the following symptoms:

1. Some of the students are not able to identify main idea on analytical exposition text.
2. Some of the students are not able to identify supporting details on analytical exposition text.
3. Some of the students are not able to get information on analytical exposition text.
4. Some of the students need more time to comprehend the analytical exposition text.
5. Some of the students get difficulties in making inference on analytical exposition texts.

Based on the symptoms above, some of the students of SMAN 18 Siak Regency are still low in comprehending the reading text, especially in analytical exposition text. The teacher only asks the students to read an analytical exposition text and explores the information without using an appropriate strategy in teaching reading comprehension. Here, to improve students' reading comprehension needs an appropriate strategy or technique to help them as solution for their problems. Actually, there is a strategy that can help the students to improve their reading comprehension, called Three-Minute Pause Strategy.

Three-Minute Pause is a strategy that provides students with an opportunity together reflection that can enhance knowledge retention². At strategic points, teachers provide students with the opportunity to pause for 3 minutes. They use this time to reflect on the concepts and ideas that have just been introduced, to make connections to prior knowledge, experience, and/or seek clarification. It means that this strategy is designed to help students reflect their comprehension at given times while silent reading, during reading and will help the students to comprehend the harder text easily.

Related to the problem above, the writer is interested to carrying out this research to see if there is any effect of using Three-Minute Pause Strategy toward reading comprehension on analytical exposition text. The research title is: "The Effect of Using Three-Minute Pause Strategy toward Reading Comprehension on Analytical Exposition Text of the Second Year Students at State Senior High School 18 Siak Regency".

B. Definition of Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. Effect

Effect is a measure of the strength of one variable's one another or the relationship between two or more variables.³ In this research, effect is

²Moss, Barbara, Virginia. 35 *Strategies for Guiding Readers through Informational Text*. (New York: The Guilford Press, 2010), p.79

³AS. Hornby, *Oxford Advance Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1987)

defined as the result of teaching reading by using Three-Minute Pause strategy.

2. Three-Minute Pause Strategy

The Three-Minute Pause is a strategy that provides students with an opportunity together reflection that can enhance knowledge retention. They use this time to reflect on the concepts and ideas that have just been introduced, to make connections to prior knowledge, experience, and/or seek clarification. In means that this strategy is designed to help students reflect their comprehension at given time while during reading.

3. Reading Comprehension

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”⁴. The same idea is also pointed out by Anderson that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”⁵. In this research, reading comprehension is the crucial thing because it can result the meaning of text accurately.

C. The Problem

1. Identification of the Problem

- a. Some of the students are not able to identify main idea on analytical exposition text.

⁴Catherine Snow, *Reading for Understanding: toward a Research and Development Program in Reading Comprehension*, <http://www.rand.org/> RAND, 2002. p.11

⁵ Janette K. Klinger, Sharon Vaughn., & Alisson Boardman, *Teaching Reading Comprehension to the Students with Learning Difficulties*. New York: The Guilford Press, 2007, p. 2

- b. Some of the students are not able to identify supporting details on analytical exposition text.
- c. Some of the students are not able to get information on analytical exposition text.
- d. Some of the students need more time to comprehend the analytical exposition text.
- e. Some of the students get difficulties in making inference on analytical exposition texts.

2. Limitation of the Problem

Because this problems is very important problem to be solved, on the effect of students' reading comprehension between those students who taught by using Three-minute pause strategy at the second year students of SMA 18 Siak Regency and those who do not. So the writer limits the problem that focus on finding main idea, supporting details, getting information, and making inference on analytical exposition text.

3. The Formulation of the Problem

- a. How is the students' reading comprehension taught by using three-minute pause strategy?
- b. How is the students' reading comprehension taught by using conventional strategy?
- c. Is there any significant effect of student's reading comprehension taught by using three-minute pause strategy and those who are not taught by using three-minute pause strategy?

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension on analytical exposition text taught without using three-minute pause strategy.
- b. To find out the students' reading comprehension on analytical exposition text taught by using three-minute pause strategy.
- c. To find out the significant effect of using three-minute pause strategy toward reading comprehension on analytical exposition text of the second year students at SMA 18 Siak Regency.

2. The Significance of the Research

- a. For the teacher: to give alternative strategy to the teacher and the school about the effect of using Three-Minute Pause strategy toward student's ability in reading comprehension.
- b. For the students: to give some contributions to the students in order to improve student's ability in reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. The Nature of Reading Comprehension

1. Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁶

Irwin states that reading comprehension is the process in which readers understand and selectively recall idea in individual sentence (microprocesses), understand and/or infer relationships between clauses and/or sentences (integrative processes). They organize and synthesize the recalled ideas into general ideas (macroprocesses), and make inferences not necessarily intended by the author (elaborative processes). The readers control and adjust these processes according to intermediate goal (metacognitive processes). All these processes occur virtually simultaneously, constantly interacting with each other (interactive processes).⁷

⁶Janette, K. Klingner, et al.2007. *Teaching Reading Comprehension to Students with the Learning Difficulties*, (New York: The Guilford Press), p. 8.

⁷Judith, Westphal Irwin.1986. *Teaching Reading Comprehension Processes*, (New Jersey: Prentice Hall), p.37.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ Comprehension entails three elements:⁹

a. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency—quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change.

⁸Catherine Snow, Chair. 2002. *Reading for Understanding toward and R&D Programming Reading Comprehension*, (Arlington: RAND Education), p. 11.

⁹*Ibid*, p. 13-15.

Teachers can give a variety of strategies to help their students comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts.

b. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

c. The activity in which comprehension is a part.

Reading is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises

new questions that make the original purpose either incomplete or irrelevant.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

The researcher concludes that reading cannot be separated with comprehension because the purpose of reading activity is to comprehend what has been read. It relates to the previous knowledge and strategy use that find information, generic structure, communicative purposes, and meaning vocabulary of the text which contains in the text. Reading is a useless activity if the readers or students do not understand the text.

2. Teaching Reading Comprehension

Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process.¹⁰ The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the student will understand the text.

The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore teaching reading comprehension include as follows:

a. Identify Meaning

¹⁰Grabe, William. 2009. *Reading in Second Language; Moving from Theory to Practice*. (Cambridge: Cambridge University Press [*Electronic Book*]). p. 15

- b. Built Vocabulary
- c. Understand about the text.

Besides Hughes explained that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.¹¹

In this study, the writer used principle from Hughes. Therefore, it would be foundation and indicators variable x because it more completely than the others.

3. The Measurement of Reading Comprehension

In this research, based on Bloom Taxonomy, we need to measure the cognitive domains that consists six points, they are: knowledge, comprehension, application, synthesis, analysis, and evaluation. This study will give test; pre-test and post- test to the student. Actually, in assessing reading ability accurately is not easy job.

Kalayo stated reading ability is very difficult to assess accurately¹². But, in teaching reading in our curriculum (KTSP), if the students are able to achieve to goal, this means that assessment of reading ability needs to be correlated with purposes of reading.

Hughes stated there are many techniques that can assess the students' comprehension but the researcher technique can assess the student's reading comprehension. Therefore, the writer can measure based

¹¹Hughes, Arthur. 2003. *Testing for Language Teacher; 2nd edition*. (Cambridge: Cambridge University Press).p. 13.

¹²Kalayo, Hasibuan and Muhammad, Fauzan. *Op. Cit*, p. 123

on Bloom Taxonomy but the researcher uses three from six points. They are knowledge, comprehension, and application.

4. The Factors Influencing Reading Comprehension

There are several factors that influence reading comprehension. They are:¹³

a. Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculate that can often account for a large portion of the difference between successful and unsuccessful comprehension. Teachers must begin by assessing whether or not this is true by providing background information and vocabulary instruction when necessary, and by helping students to select what information they will need to apply and when to apply it.

b. Motivation and Interest

Comprehension is also improved when students are motivated and interest. To some extent, teachers facilitate motivation each time they make the task easier by making sure that students have the requisite skills and schemata. Interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural Differences

¹³Judith, Westphal Irwintio. *Op.Cit.* p. 102

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest. Moreover, teachers should be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding Fluency

Finally, students cannot be expected to comprehend passage when they are devoting large amounts of attention to identifying individual words. They should be given material they can decode fluently if they are to develop their comprehension skill.

In conclusion, motivation and interest is one of factors that influence student's reading comprehension on analytical exposition text by using three-minute pause strategy.

5. Reading Comprehension on Analytical Exposition Text

a. Definition of Analytical Exposition Text

Analytical exposition text is a text that is to analyze, elaborate, and persuade by giving arguments for the readers so that the readers can believe our writing; also, they can be persuaded. It is a text that elaborates the writer's idea about the phenomenon surrounding. Therefore, to make arguments, we can see the phenomena happened

around us. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.¹⁴

b. The Generic Structure of Analytical Exposition Text

Generic Structure is package of events in a text. It will explain how the stages move through to attain the purposes. It will help us the way how to make analytical exposition text correctly. The generic structure of this text consists of three components: thesis, arguments, and reiteration or conclusion.¹⁵

- 1) Thesis (statement of position) is an introduction that introduces topics and indicates the writer's position. It includes a preview of arguments.
- 2) Arguments are the proofs that are used to persuade the readers. Each argument consists of a 'point and elaboration' sequence. The number of points may vary, but each point must be supported by discussion and evidence (elaboration).
- 3) Conclusion or Reiteration (Reinforcement of the statement of position) restates the position of arguments to be more forcefully.

¹⁴Atikah, Cikok shakar. Analytical Exposition. 2010. Retrieved on June 12, 2011. <http://www.scribd.com/doc/23978194/Analytical-Exposition>

¹⁵Sudarwati and Eudia Grace. 2005. *Look Ahead (an English Course for Senior High School Students Year XI)*. Jakarta: Erlangga, p.106

Example of analytical exposition text:

IS SMOKING GOOD FOR US?

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

In conclusion, analytical exposition text is the text that students should master in teaching reading comprehension. In this research, the writer used analytical exposition text to teach students by using Three-Minute Pause strategy.

6. Three-Minute Pause Strategy

Three-minute pause is a strategy that is used to the students with grade level 4-12. This strategy in order to the students By giving time think about, make sense of, organize, interpret, and reflect what they have read. It means that this strategy is designed to help students reflect their comprehension at given times while silent reading, during reading and will help the students to comprehend the harder text easily. In other word, this strategy can make the students do more reflection for understanding of concept the harder text easily.

Besides according to Barbara, Three-Minute Pause is a strategy that provides students with an opportunity for reflection that can enhance knowledge retention.¹⁶ At strategic points, teachers provide students with the opportunity to pause for 3 minutes, as educational time out. They use this time to reflect on the concepts and ideas that have just been introduced, to make connections to prior knowledge, experience, and/or seek clarification.

The purpose of Three-Minute Pause is to have students negotiate and construct their own meanings about a topic.

In addition, according to Raymond C. Jones, Three-Minute Pause is well worth an instructor's time¹⁷. Jones says Three-Minute Pause help reduce the amount of a time an instructor must reteaching concepts by

¹⁶Moss, Barbara, Virginia. *Loc.Cit.*

¹⁷Jones, Raymond C. 2000. "Three-Minute Pause" *Reading Quest .org*: Making Sense in Social Studies. p.21

giving students time think about, make sense of, organize, interpret, and reflect what they have read. He adds that the process allows students to bridge what they have learned with what is coming next.

In conclusion, Three-Minute Pause is a perfect strategy, a chance for students to consolidate and clarify their emerging understanding the harder text, before you move on to teach more new ideas or concepts. It's simple, straightforward, productive, efficient and instantly useful way for understanding of the harder text easily. In this study Three-Minute Pause strategy is used for the second grade students in teaching reading comprehension.

7. Teaching Reading by Using Three Minute-Pause Strategy

Teachers need to provide the students with frequent opportunities to reflect on their learning. Without this reflection time, students may not have a complete knowledge of what is being taught or the teacher must do reteach. Three-minute pause is efficient and immediately useful, requiring very little preparations; the teacher just has to deliberately implement it at crucial and relevant points during the text and instruction.

According to Barbara, there are some steps in using Three-Minute Pause strategy are explained as follows:

- a. The teacher prepares particular text to be given to each student via copy of the text material.
- b. The teacher instructs students to get into small groups.
- c. The students to summarize the key points presented thus far.

- d. The students to understand the key point using prior knowledge.

Suggested questions: what connection can be made? What does this remind you of? What would round out your understanding of this?

- e. The students to pose clarifying questions.

- 1) Are there confusing parts?
- 2) Are you having trouble making connections?
- 3) What do you think are the big ideas?

According to Raymond C. Jones, he says some steps in using Three-Minute Pause there are explained as follows:

- a. Create pairs or reading group for a lesson (or longer period, if desired).

For each pair, one student is partner A and the other student is partner B.

- b. Explain to students that the Three-Minute Pause actually includes three ways of thinking and processing information. During each pause, a partner will complete the following steps:

- 1) Summarize what's been learned so far.
- 2) Identify most interesting details.
- 3) Pose questions or concerns.

- c. When Three-Minute Pause is announced, partner A or partner B summarizes, identifies interesting information, and poses questions to his or her partner.

- d. Consider using a timer to keep students on task and aware of Three-Minute frame.

- e. Students switch speaker/listener each time Three-Minute Pause is announced.

In conclusion, the writer used Moss Barbara steps Three-Minute pause strategy as operational concept.

B. Relevant Research

According to Syafi'i¹⁸, relevant research is required to observed some previous researchers conducted by other researcher in which they are relevant to our research itself. Besides, we have to analyze what the point that was focussed on, inform the design, finding and concluding of the previous research, that of:

Russell freedman (2002) focused on the effect of using three-minute pause strategy toward students' reading comprehension. He found that using three-minute pause strategy improve students' reading comprehension. It means that there was significant effect of using three-minute pause strategy toward students' reading comprehension.

Doug buhl (2009) focused on the effect of using three-minute pause strategy toward students' writing skill he found that three-minute pause strategy improve students' writing skill. It means that there was significant effect of using three-minute pause strategy toward students' writing skill.

¹⁸M. Syafi'i. 2007. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI). p.122

C. The Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it be easier to measure. The research consist of two variables, they are variable X and Y. variable X as independent (Three-Minute Pause strategy) and variables Y as dependent (students' reading comprehension). The following treatment as a collection of procedures of the implementation Three-Minute Pause Strategy, it can be seen as the steps below:

The indicators variables X (Three-Minute Pause Strategy) are as follows:

1. The indicators variable X (Three-Minute Pause strategy):
 - a. The teacher selected and presented a text.
 - b. The teacher instructs students to get into small groups.
 - c. The students summarized the key points presented thus far.
 - d. The students added their own thoughts
 - e. The students should consider prior knowledge connection they can make to the new information.

Suggested questions: what connection can be made? What does this remind you of? What would round out your understanding of this? What can you add?
 - f. The students pose clarifying questions.
 - 1) Are there confusing parts?
 - 2) Are you having trouble making connections?

3) What do you think are the big ideas?

2. The indicators to measure variable Y (Students' Reading Comprehension):

- a. Students are able to identify main ideas of the text.
- b. Students are able to identify generic structure of the text.
- c. Students are able to find meaning of unknown word from the text.
- d. Students are able to make inferences from the text.
- e. Students are able to identify pronominal reference from the text.

D. Assumptions and Hypothesis

1. Assumption

In this study, the writer assumes that:

- a. The students' reading comprehension is varied.
- b. Teaching reading by using Three-Minute Pause strategy can influence the students' reading comprehension

2. Hypotheses

H_a : There is a significant effect of students' reading comprehension between those students who taught by using Three-Minute Pause strategy at the second year students of SMAN 18 Siak Regency and who do not.

H_0 : There is no significant effect of students' reading comprehension between those students who taught by using Three-Minute Pause strategy at the second year students of SMAN 18 Siak Regency and who do not.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is quasi-experimental design, which used the nonequivalent control group design. According to Cresswell, quasi-experimental design is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment¹⁹. Meanwhile, nonequivalent control group design is a quasi-experimental design involving at least two groups, both of which are pretested; one group receives the experimental treatment, and both groups are post tested²⁰.

This research operated two variables; independent variable (variable X) referred to the effect of Three-Minute Pause strategy and dependent variable (variable Y) referred to reading comprehension. In conducting this research, two classes of the second year students of SMAN 18 Siak Regency were participated. The first class was the experiment class and another one was the control class. Their results were compared in order to determine the effect of the treatment.

¹⁹John W. Cresswell, 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education, Ltd.p. 645

²⁰L.R. Gay and Peter Airaisian, 2000.*Educational Research Competencies for Analysis and Application*, New Jersey: Prentice Hall Inc. p. 625

Table III.1
The Diagram of Research Design

Class	Pre-test	Treatment	Post test
Experiment Class	O₁	X	O₂
Control Class	O₁	-	O₂

Where:

O₁ : pre-test

X : Treatment

O₂ : Post-test

B. The Location and the Time of the Research

The Research was conducted at the second year students of SMAN 18 Siak Regency that is located at Desa Lalang Baru Street, on 2011/2012 of academic year. The research was done on November-Desember 2012.

C. The Subject and the Object of the Research

The subject of this research was the second year students of SMAN 18 Siak Regency. The Object of the research is the effect of using Three-Minute Pause Strategy toward of the students reading comprehension.

D. The Population and Sample of the Research

The population of this research is the second year students of SMAN 18 Siak Regency in 2011-2012 academic years. There were two classes which consisted two classes for Social major. The total number of the second year students of SMAN 18 Siak Regency is 40 students. Both classes became a sample of this research.

To choose which class became experimental class and control one, the writer used lottery to determine it. Based on the lottery result, the writer determined the experimental class and control class.

E. The Technique of Collecting Data

In this research, the writer used the test as an instrument to collect the data needed. These instrument was used to find out how the students' reading comprehension on analytical exposition text taught by using Three-Minute Pause strategy is and whether there is significant effect of using this strategy or not.

There were two kinds of tests, pre-test and post-test:

a) Pre-test

The writer used pre-test is to know the students' ability reading comprehension before giving treatment.

b) Post-test

The writer used pre-test is to know the students' ability reading comprehension after giving treatment.

According to Hughes, there are many techniques to assess the students' reading comprehension. In here, writer used multiple choice test that consisted of 25 items. Multiple choices technique is a technique that designed by using four choices and the participant choose one correct answer²¹. Multiple choices technique that consisted of 25 items. This test assessed the student's reading comprehension. All of the items were tried out to students at another school

²¹Arthur, Hughes. *Op.Cit*.p. 245

which is considered have similar characteristics in order to know the validity and reliability of the test.

The students' score were classified according to following:

Table III: 2
The Classification of Students' Score²²

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. The Validity and Reliability of the Test

1. Validity of the Test

The tests were given to the sample of this research, both of the tests were tried out to 20 students of the second year students on the other class of the samples. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intends to measure²³. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:²⁴

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or facility value

B : the number of correct answers

²²Suharsimi Arikunto. 2009. *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, p.245

²³Arthur Hughes, *Op.Cit.* p. 26

²⁴Suharsimi Arikunto, *Op Cit.* p 208

JS : the number of examiners or students

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate.

The standard level of difficulty used is $<0,30$ and $>0,70$. It means that an item is accepted if the level of difficulty is between 0,30-0,70 and it is rejected if the level of difficulty is less than 0,30 (the item is too difficult) and over than 0,70 (the item is too easy). The proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. The calculation of item difficulty can be seen from the following table:

Table III.3
The Students are able to Identify Main Ideas

Variable	Identifying Main Idea					JS
Item No.	1	6	11	19	21	20
B	26	26	24	18	23	
P	0,68	0,68	0,63	0,47	0,61	
Q	0,32	0,32	0,37	0,53	0,39	

Based on the table, the item numbers of question for identifying main idea are 2, 6, 11, 19, and 21. It shows that the proportion of correct answer for identifying main idea of test item number 2 is 0.68, the proportion of correct answer for test item number 6 is 0.68, the proportion of correct answer for test item number 11 is 0.63 the proportion of correct answer for test item number 19 is 0.47, and the proportion of correct answer for test item number 21 is 0.61. The total correct answer of identifying main idea is 0.61. Then, based on

the standard level of difficulty, all items for identifying main idea or “p” is $>0,30$ and $<0,70$. So, the items of identifying main idea are accepted.

Table III.4
The Students are able to identify generic structure

Variable	Identifying generic structure					JS
Item No.	2	7	15	16	25	20
B	25	22	25	14	19	
P	0,66	0,58	0,66	0,37	0,5	
Q	0,34	0,42	0,34	0,63	0,5	

Based on the table, the item numbers of question for identifying generic structure are 1, 7, 15, 16 and 25. It shows that the proportion of correct answer for identifying generic structure of test item number 1 is 0.66, the proportion of correct answer for test item number 7 is 0.58, the proportion of correct answer for test item number 15 is 0.66, the proportion of correct answer for test item number 16 is 0.37 and the proportion of correct answer for test item number 25 is 0.5. The total correct answer of identifying generic structure is 0.55. Then, based on the standard level of difficulty, all items for identifying generic structure or “p” is $>0,30$ and $<0,70$. So, the items of identifying generic structure are accepted.

Table III.5
The Students are able to infer meaning of unknown word

Variable	Inferring meaning of unknown word					JS
B	5	10	12	20	22	20
Correct	26	11	25	21	22	
P	0,68	0,29	0,66	0,55	0,58	
Q	0,32	0,71	0,34	0,45	0,42	

Based on the table, the item numbers of question for inferring meaning of unknown word are 5, 10, 12, 20, and 22. It shows that the proportion of correct answer inferring meaning of unknown word of test item number 5 is 0.68, the proportion of correct answer for test item number 10 is 0.29, the proportion of correct answer for test item number 12 is 0.66, the proportion of correct answer for test item number 20 is 0.55 and the proportion of correct answer for test item number 22 is 0.58. The total correct answer of inferring meaning unknown word is 0.55. Then, based on the standard level of difficulty, all items for inferring meaning of unknown word or “p” is $>0,30$ and $<0,70$. So, the items of inferring meaning of unknown word are accepted.

Table III.6
The Students are able to make inference

Variable	Making inferences					JS
Item No.	3	8	13	18	23	20
B	24	12	23	25	26	
P	0,63	0,32	0,61	0,66	0,68	
Q	0,37	0,68	0,39	0,34	0,32	

Based on the table, the item numbers of question for making inferences are 3, 8, 13, 18, and 23. It shows that the proportion of correct answer for making inferences of test item number 3 is 0.63, the proportion of correct answer for test item number 8 is 0.32, the proportion of correct answer for test item number 13 is 0.61, the proportion of correct answer for test item number 18 is 0.66 and the proportion of correct answer for test item number 23 is 0.68. The total correct answer of making inferences is 0.58. Then, based on the

standard level of difficulty, all items for making inferences or “p” is $>0,30$ and $<0,70$. So, the items of making inferences are accepted.

Table III.7
The Students are able to Identifying pronominal Reference

Variable	Identifying pronominal reference					JS
Item No.	4	9	14	17	24	20
B	26	20	25	15	26	
P	0,68	0,53	0,66	0,39	0,68	
Q	0,32	0,47	0,34	0,61	0,32	

Based on the table, the item numbers of question for identifying pronominal reference are 4, 9, 14, 17, and 24. It shows that the proportion of correct answer for identifying pronominal reference of test item number 4 is 0.68, the proportion of correct answer for test item number 9 is 0.53, the proportion of correct answer for test item number 14 is 0.66, the proportion of correct answer for test item number 17 is 0.39 and the proportion of correct answer for test item number 24 is 0.68. The total correct answer of identifying pronominal reference is 0.59. Then, based on the standard level of difficulty, all items for identifying pronominal reference or “p” is $>0,30$ and $<0,70$. So, the items of identifying pronominal reference are accepted.

2. Reliability

Reliability is a necessary characteristic of a good test. Reliability is used to measure the quality of the test scores and the consistency of the test.

Calculation of reliability used various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21

formula²⁵. From all of these formula, the writer then used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows²⁶:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

r_{11} : Instrument reliability

n : Number of items

S : Deviation Standard

p : The proportion of the students who are correct in answering an item divided with the total number of the students

q : The proportion of the students who are incorrect in answering an item divided with the total number of students.

To make clear about this analysis, see in the appendices.

G. The Technique of Data Analysis

After finding the data The technique of data analysis used in:

1. Data Pre-Test and Post-Test was analyzed by using SPSS.
2. The effect of Pre-Test and Post-Test was analyzed T-Test by using SPSS. T-test was used in order to find out whether there is a significant effect of Three-Minute Pause strategy toward the students' reading comprehension.

²⁵Suharsimi, Arikunto, *Op.Cit.*p.100

²⁶*Ibid.*, p 188

The t – table was employed to see whether there is a significant effect between the mean score of both experiment and control group. The t - obtained value was consulted with the value of t – table at the degree of freedom $(df) = (N_1 + N_2) - 2$ statically hypothesis:

$H_a : t_o > t - \text{table}$

$H_o : t_o < t - \text{table}$

H_a is accepted if $t_o > t - \text{table}$ or there is effect of using Three-Minute Pause strategy toward the students' reading comprehension.

H_o is rejected if $t_o < t - \text{table}$ or there is no effect of using Three-Minute Pause strategy toward the students' reading comprehension.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of the Data

This chapter presents the results of this research, including the findings and its discussions. The data presentation of this study includes the analysis of the pre-test and post-test. The pre-test and post-test were analyzed by using SPSS 17.0 for windows. The aim of this research is to obtain the significant difference of improvement of the students' reading comprehension between those students who were taught by using Three-Minute Pause strategy and those who were not. The data of this research was the score of the students' pre-test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. In giving test, the students were asked to answer the questions based on analytical exposition text on multiple-choice form. Then the test was evaluated by concerning the five components of students reading comprehension; namely: identify main ideas, identify generic structure, infer the meaning of unknown word, to make inferences, identify pronominal references. Each component had its score started from the minimum score; 1 (incompetent), 2 (competent enough), 3 (competent), and 4 (very competent).

B. The Data Presentation

The data of this research were gotten by the researcher from pre-test and post-test.

1. Data Presentation of Pre-test

Pre-test was conducted to both experimental and control class. The pre-test was conducted in order to measure the students' reading comprehension of analytical exposition texts before the treatments. The data can be seen from the table below:

Table 4.1
Students' Reading Comprehension of Pre-test Score

NO	STUDENTS	PRE-TEST SCORE	
		Experimental Class (XI 1)	Control Class (XI 2)
1	Student 1	68	52
2	Student 2	56	60
3	Student 3	64	56
4	Student 4	64	76
5	Student 5	64	64
6	Student 6	52	68
7	Student 7	60	52
8	Student 8	60	68
9	Student 9	68	60
10	Student 10	56	72
11	Student 11	70	56
12	Student 12	52	64
13	Student 13	64	68
14	Student 14	68	60
15	Student 15	60	64
16	Student 16	64	68
17	Student 17	56	52
18	Student 18	60	60
19	Student 19	68	60
20	Student 20	72	56
TOTAL		1246	1244

From the table above, the researcher found that the total pre-test score of experimental class was 1246. The highest score of experimental class was 72 and the lowest was 52. While, the total score of control class was 1244 with the highest score was 72 and the lowest score was 52. The distribution frequency of the students' pre-test score of experimental class and control class as follows:

Table 4.2
Frequency Distribution of Students' Pre-test
Score of Experimental Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	52	2	10.0	10.0	10.0
2	56	3	15.0	15.0	25.0
3	60	4	20.0	20.0	45.0
4	64	5	25.0	25.0	70.0
5	68	4	20.0	20.0	90.0
6	70	1	5.0	5.0	95.0
7	72	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Based on the table above, it shows that there was 2 student who got score 52 (10%), 3 students who got score 56 (15%), 4 students who got score 60 (20%), 5 student who got score 64 (25%), 4 students who got score 68 (20%), 1 students who got score 70 (5%), 1 students who got score 72 (5%).

Referring to the table, it also can be seen that the total number of the students was 20 students. The highest score was 72 and the lowest score was 52. The highest frequency was 25 at the score of 64.

The data of the students' pre-test scores of experimental class were obtained from the result of students' reading comprehension test which has been presented above can be classified as follows:

Table 4.3
Classification of Pre-test of Experimental Class of the Second
Year Students at State Senior High School 18 Siak Regency

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1.	Very Good	80-100	-	-
2.	Good	70-79	2	10%
3.	Enough	60-69	13	65%
4.	Less	50-59	5	25%
5.	Bad	0-49	-	-
TOTAL			20	100%

Based on the table above, the pre-test classification of experimental class of the second year students at state senior high school 18 Siak Regency shows that there were none student categorized into Very Good level (0%), 2 students categorized into Good level (10%), 13 students categorized into Enough level (65%), 5 students categorized into Less level (25%). Thus, the majority of students in this regard were classified into ENOUGH categories.

Table 4.4
Frequency Distribution of Students Pre-test
Score of Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	52	3	15.0	15.0	15.0
2	56	3	15.0	15.0	30.0
3	60	5	25.0	25.0	55.0
4	64	3	15.0	15.0	70.0
5	68	4	20.0	20.0	90.0
6	76	1	5.0	5.0	95.0
7	80	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Based on the table above, it shows that there were 3 students who got score 52 (15%), 3 students who got score 56 (15%), 5 students who got score 60 (25%), 3 students who got score 64 (15%), 4 students who got score 68 (20%), 1 students who got score 76 (5%), 1 students who got score 80 (5%),

Referring to the table, it also can be seen that the total number of the students was 20 students. The highest score was 80 and the lowest score was 52. The highest frequency was 5 at the score of 60.

The data of the students' pre-test scores of control class were obtained from the result of students' reading comprehension test which has been presented above can be classified as follows:

Table 4.5
Classification of Pre-test of Control Class of the Second Year Students
at State Senior High School 18 Siak Regency

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	1	2.5%
2	Good	70-79	1	2.5%
3	Enough	60-69	12	30%
4	Less	50-59	6	15%
5	Bad	0-49	-	-
TOTAL			20	100

Based on the table above, the pre-test classification of control class of the second year students at state senior high school 18 Siak Regency shows that there were 1 student categorized into Very Good level(2.5%), 1 students categorized into Good level (2.5%), 12 students categorized into Enough level (30%), 6 students categorized into Less level (15%). Thus, the majority of students in this regard were classified into ENOUGH categories.

2. The Data Presentation of Post-test

Post-test was conducted after giving treatments for experimental class. The data can be seen from the table below:

Table 4.8
Students' Reading Comprehension of Post-test Score

NO	Students	POST-TEST	
		Experimental Class (IX IPS.1)	Control Class (IX IPS.II)
1	Student 1	80	56
2	Student 2	68	72
3	Student 3	76	60
4	Student 4	68	80
5	Student 5	72	68
6	Student 6	56	68
7	Student 7	76	56
8	Student 8	88	72
9	Student 9	76	64
10	Student 10	72	84
11	Student 11	84	60
12	Student 12	56	68
13	Student 13	68	72
14	Student 14	76	64
15	Student 15	72	68
16	Student 16	80	80
17	Student 17	68	60
18	Student 18	72	64
19	Student 19	84	52
20	Student 20	76	56
TOTAL		1468	1324

From the table above, the researcher found that the total post-test score of experimental class was 1468. The highest score of experimental

class was 88 and the lowest was 56. While, the total score of control class was 1324 with the highest score was 84 and the lowest score was 52. The distribution frequency of the students' post-test score of experimental class and control class as follows:

Table 4.9
Frequency Distribution of Students' Post-test
Score of Experimental Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	56	2	10.0	10.0	10.0
2	68	4	20.0	20.0	30.0
3	72	4	20.0	20.0	50.0
4	76	5	25.0	25.0	75.0
5	80	2	10.0	10.0	85.0
6	84	2	10.0	10.0	95.0
7	88	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Based on the table above, it shows that there was 2 student who got score 56 (10%), 4 student who got score 68 (20%), 4 students who got score 72 (20%), 5 students who got score 76 (25%), 2 students who got score 80 (10%), 2 students who got score 84 (10%), 1 students who got score 88 (5%).

Referring to the table, it also can be seen that the total number of the students was 20 students. The highest score was 88 and the lowest score was 56. The highest frequency was 5 at the score of 76.

The data of the students' post-test scores of experimental class were obtained from the result of students' reading comprehension test which has been presented above can be classified as follows:

Table 4.10
Classification of Post-test of Experimental Class of the
Second Year Students at State Senior High School 18 Siak Regency

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	5	15%
2	Good	70-79	9	22.5%
3	Enough	60-69	4	20%
4	Less	50-59	2	10%
5	Bad	0-49	-	-
TOTAL			20	100

Based to the table above, the post-test classification of experimental class of the second year students at state senior high school 18 Siak Regency shows that there were 5 students categorized into Very Good level (15%), 9 students categorized into Good level (22.5%), 2 student categorized into Less level (10%). Thus, the majority of students in this regard were classified into Good level.

Table 4.11
Frequency Distribution of Students Post-test
Score of Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	52	1	5.0	5.0	5.0
2	56	3	15.0	15.0	15.0
3	60	3	15.0	15.0	15.0
4	64	3	15.0	15.0	15.0
5	68	4	20.0	20.0	20.0
6	72	3	15.0	15.0	15.0
7	80	2	10.0	10.0	10.0
	Total	1	5.0	5.0	

Based on the table above, it shows that there were 1 students who got score 52 (5%), 3 student who got score 56 (15%), 3 students who got score 60 (15%), 3 students who got score 64 (15%), 4 student who got score 68 (20%), 3 students who got score 72 (15%), 2 students who got score 80 (10%), 1 students who got score 84 (5%).

Referring to the table, it also can be seen that the total number of the students was 20 students. The highest score was 84 and the lowest score was 52. The highest frequency was 4 at the score of 68.

Table 4.12
Classification of Post-test of Control Class of the Second Year
Students at State Senior High School 18 Siak Regency

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	1	2.5%
2	Good	70-79	3	15%
3	Enough	60-69	10	50
4	Less	50-59	4	20%
5	Bad	0-49	-	-
TOTAL			20	100

Based on the table above, the post-test classification of control class of the second year students at state senior high school 18Siak Regency shows that there were 1 students categorized into Very Good level (2.5%), 3 students categorized into Good level (15%), 10 students categorized into Enough level (50%). 4 students categorized into Less level(20%). Thus, the majority of students in this regard were classified into ENOUGH level.

C. The Data Analysis

The data analysis presents the statistical result followed by the discussion about the effect of using Three-Minute Pause strategy toward reading comprehension on analytical exposition text of the second year students at state senior high school 18 Siak Regency. The analysis is to know whether the students did the post test easier than pre test. It means whether Three-Minute Pause strategy help the students improve their reading comprehension. The data are divided into two classes; experimental class and control class scores. The researcher used independent sample T-Test from SPSS.17 version and T-Test formula to analyze the effect of using Three-Minute Pause Strategy toward reading comprehension on analytical exposition text of the second year students at state senior high school 18 Siak Regency.

1. Data Analysis of Students' Reading Comprehension

a. Pre-test

The data of students' pre-test scores were obtained from the result of students' reading comprehension test which has been presented above can be analyzed as follows;

Table. 4.13**The Result of Experimental Class and Control Class Pre-test**

No	Statistics	Expriment	Control
1	N Valid	20	20
2	Missing	0	0
3	Mean	62.30	62.20
4	Std. Error of Mean	1.308	1.704
5	Median	64.00	60.00
6	Mode	64	60
7	Std. Deviation	5.850	7.620
8	Variance	34.221	58.063
9	Range	20	28
10	Minimum	52	52
11	Maximum	72	80
12	Sum	1246	1244

Based on the table above, it shows that mean pre-test score of experimental class was 62.30 and its standard deviation was 5.850. While, mean pre-test score of control class was 62.20 and its standard deviation was 7.620. So, it indicates that students' reading comprehension of experimental and control class were almost the same. The pre-test of both classes categorized into enough level. It means that there is no significant difference on the students' reading comprehension both experimental and control class. By knowing the students' basic reading comprehension of experimental and control class, it is easy to measure and to find out the improvement of students' reading comprehension after giving treatment or the

difference between class that have been taught by using Three-Minute Pause strategy and taught without it.

b. Post-test

Table 4.14

The Result of Experimental Class and Control Class Post-test

No	Statistics	Expriment	Control
1	N Valid	20	20
2	Missing	0	0
3	Mean	73.40	66.20
4	Std. Error of Mean	1.842	1.957
5	Median	74.00	66.00
6	Mode	76	68
7	Std. Deviation	8.236	8.752
8	Variance	67.832	76.589
9	Range	32	32
10	Minimum	56	52
11	Maximum	88	84
12	Sum	1468	1324

The table above describes about the comparison between the students' reading comprehension of both experimental and control class after giving treatment. Based on the table above, it shows that mean post-test score of experimental class was 73.40 and its standard deviation was 8.236. While, mean post-test score of control class was 66.20 and its standard deviation was 8.752. Both of the classes have their improvement from pre-test score, but the improvement was

different; the students' reading comprehension of experimental was higher than control class. The experimental class post-test categorized into GOOD level, while the control class post-test categorized into ENOUGH level. It means that there was a better improvement at experimental class than control class that had been given treatment.

c. The Analysis Improvement of Students Reading Comprehension of Experiment Class

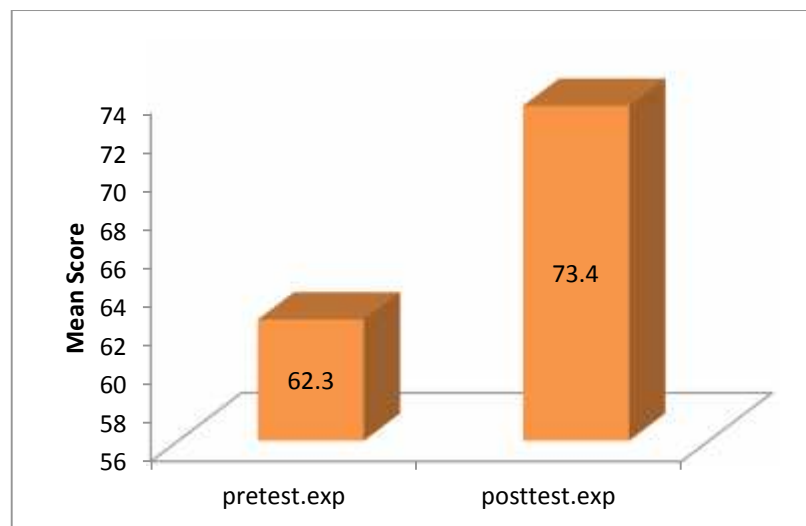
Table 4.15
The Students' Reading Comprehension Score
At Pre-test to Post-test Experimental Class

No	Student	Pre-test	Post-test	Gain
1	Student 1	68	80	12
2	Student 2	56	68	12
3	Student 3	64	76	12
4	Student 4	64	68	4
5	Student 5	64	72	8
6	Student 6	52	56	4
7	Student 7	60	76	16
8	Student 8	60	88	28
9	Student 9	68	76	8
10	Student 10	56	72	16
11	Student 11	70	84	14
12	Student 12	52	56	4
14	Student 14	68	76	8
15	Student 15	60	72	12
16	Student 16	64	80	16
17	Student 17	56	68	12
18	Student 18	60	72	12
19	Student 19	68	84	16
20	Student 20	72	76	4
Total		1246	1468	222
Mean		62.3	73.4	87

The table above describes about the differences between the students' reading comprehension score before and after giving treatment at experimental class. Before giving a treatment, the students' reading comprehension mean score was about 62.3, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of the students' reading comprehension ability improved. It was 73.4. The improvement of each student was various, there was drastically improved and not evens any improvement (0%). But generally, the improvement can be seen at mean score.

Tabel 16

The Improvement Of Reading Comprehension At Exprimental Class



d. The Analysis Improvement of Students' Reading Comprehension of Control Class

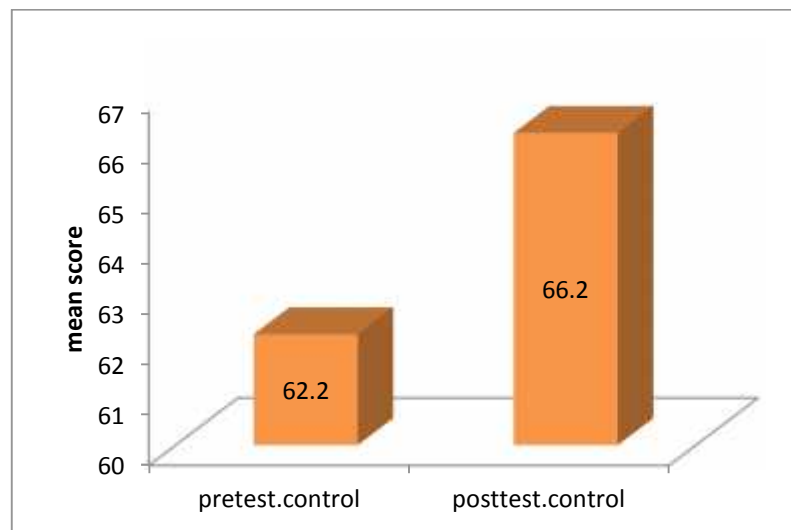
Table 4.17
The Students Reading Comprehension
At Pre-test to Post-test Control Class

No	Student	Pre-test	Post-test	Gain
1	Student 1	52	56	4
2	Student 2	60	72	12
3	Student 3	56	60	4
4	Student 4	76	80	4
5	Student 5	64	68	4
6	Student 6	68	68	0
7	Student 7	52	56	4
8	Student 8	68	72	4
9	Student 9	60	64	4
10	Student 10	80	84	4
11	Student 11	56	60	4
12	Student 12	64	68	4
13	Student 13	68	72	4
14	Student 14	60	64	4
15	Student 15	64	68	4
16	Student 16	68	80	12
17	Student 17	52	60	8
18	Student 18	60	64	4
19	Student 19	60	52	-8
20	Student 20	56	56	0
Total		1244	1324	80
Mean		62.2	66.2	9

The table above describes about the differences between students' reading comprehension score before and after research at control class. Firstly, the students' reading comprehension mean score was about 62.2, it

was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' reading comprehension was 66.2.

Table 4.18
The Improvement Reading Comprehension At Control Class



2. Data Analysis of T-test

Based on the percentage improvement found for both classes, it is clear that the improvement of Three-Minute Pause strategy toward the students' reading comprehension was higher than control class. It means that the strategy that was used by the students in learning English skill was one of the factors that give the influence toward students' reading comprehension.

After knowing about the percentage of different improvement from both of the classes, to know clearly, then the researcher will analyze it by using independent sample T- Test at the last discussion.

Table 4.19
Group Statistic

No	group	N	Mean	Std. Deviation	Std. Error mean
1	Expriment	20	11.10	5.964	1.334
2	Control	20	4.00	4.104	.918

Based on the table above, it can be seen that the total number of students from each class, the experimental class consisted of 20 students. The mean of Experimental class improvement was 11.10, and mean of control class improvement was 4.00. Standard deviation of experimental class was 5.964, while standard deviation of control class was 4.104. Standard error mean from experimental class was 1.334, and control class was 918.

Table 4.20**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Experimental variances assumed	4.544	.040	3.888	38	.000	7.100	1.619	3.823	10.377
Control variances not assumed			3.888	33.698	.000	7.100	1.619	3.809	10.391

Out Put of Independent Samples Test shows that *Levene's Test* for variance in this Hypothesis examination is:

H_0 = Identical variant population

H_a = Non-identical variant population

This statement based on the probability gate:

If Probability > 0.05, H_0 is rejected

If Probability < 0.05, H_a is accepted

Based on the account table *Levene's Test* analysis, the significance point is 0.000. Based on the taking decision standard, 0.000 is shorter than .005. It means that H_o is rejected and H_a is accepted and variant population was identical. Because both of the hypotheses were relevant, the next standard for analysis based on *Equal variant assumed*.

From the table above, it could be seen that score t-test was 3.888 with $df=38$, because $df=38$ was not found from the "t" table, so the researcher took $df=40$, mean difference is 7.100 and standard error difference is 1.619. Lower interval of the difference is 3.823 and upper confidence difference is 10.377.

If $t_{\text{observe}} 4.386$ compares with t_t with df 40, the t critic point is:

Significance 5% = 2.02

Significance 1% = 2.72

It can be seen that the t_o is higher than t_t in significance 5% and 1%. In other words, it can be read $2.02 < 3.888 > 2.72$. Its mean H_o is rejected and H_a is accepted; or there is significant effect between the students' reading comprehension on analytical exposition text by using Three-Minute Pause strategy, and the students' reading comprehension in analytical exposition text without using Three-Minute Pause strategy.

In conclusion, Three-Minute Pause strategy is effective to improve the students' reading comprehension at the Second Year of State Senior High School 18 Siak Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, by using Independent t-test formula, the researcher found that the result of t_o was higher than t_{table} . It showed that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. It means that there is significant effect of the students' reading comprehension with and without using three-minute pause strategy of the second year students at SMA 18 Siak Regency.

B. Suggestion

After finding the result of the effect of using Three-Minute Pause strategy toward reading comprehension of the second year students at SMAN 18 Siak Regency, the writer has some suggestions for the teacher, students, and school.

1. Suggestions for the teacher:

- a. It is recommended to teacher to use Three-Minute Pause strategy in teaching and learning process of analytical exposition texts.
- b. The teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher builds a favorable atmosphere in teaching-learning process, because the conducive condition in teaching would become one asset to carry the success of material to be taught.

2. Suggestion for the students:

- a. The students use Three-Minute Pause strategy in reading analytical exposition texts.
- b. The students pay more attention to the lesson that has been shared by students in front of the class.
- c. The students avoid cheating in doing their exercises because in Three-Minute Pause strategy each student given time to think about his/her own answer. So students should independently do their exercise.

3. Suggestion for School.

- a. The school does evaluation for students' difficulties based on the result of teaching and learning process.
- b. The school to establishes an English club in order to practice the students' English.

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